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ABSTRACT

A newly developed course on education in contemporary China is described. Objectives, curriculum materials, teaching strategies, learning activities, and evaluation are briefly outlined. The three-credit, college-level course explores educational policy and practice in the People's Republic of China since 1949, with emphasis on the interrelationship between political ideology and the educational system. The course outline provides an idea of the historical periods and educational topics to be covered and describes the course components, consisting of lectures, readings, research papers, student seminars, and a glossary project. Directions are given for preparation of the research papers, seminar presentations, and the glossary project. Two bibliographies are provided. One lists periodicals available in English or Chinese from Taiwan and the People's Republic of China, as well as monitored broadcasts, journals, and special bibliographic sources. The other is a list of books published since 1965 on topics, such as periods in Chinese history, medicine, women and childcare, education of minorities, and other aspects of education. (AV)

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DR. ELI SEIFMAN, SERIES EDITOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Occasional Paper #76-2

"CONTEMPORARY EDUCATION IN CHINA: A COURSE DESIGN"

by

Dr. Eli Seifman

SP 009 374

AMERICAN HISTORICAL ASSOCIATION FACULTY DEVELOPMENT PROGRAM
THE STATE UNIVERSITY OF NEW YORK, STONY BROOK, NEW YORK
1976

PREFACE

The American Historical Association Faculty Development Program (AHA/FDP) is a consortium of faculty from a number of Long Island's secondary schools, two-year colleges and four-year colleges seeking to improve teaching and faculty performance. The program has established centers of initiative for faculty development on the campuses of the State University at Stony Brook, State University College at Farmingdale, Nassau and Suffolk County Community Colleges, as well as a mechanism for continuing cooperation among these centers. Program elements include teaching seminars, small grants for faculty teaching projects, workshops, clinics and consulting services.*

One of the many "spin-offs" of the AHA/FDP has been the creation of new courses designed to apply some of the principles discussed in the teaching seminars and workshops. Formerly, the development and design of a new course offering was very much of a "private" matter. That is, an instructor would normally prepare a course, which would be reviewed by a departmental committee and a college-wide curriculum committee. Participants in the AHA/FDP have increasingly been moving toward a much more collaborative and collective approach to the design and development of new courses. A peer group of interested parties is convened by the individual or individuals who have an initial idea for a course, the idea is discussed and a systematic attempt is made to focus on the nature of the course objectives, curriculum materials, teaching strategies, learning experiences and evaluative techniques. Students are consulted (as potential clientele or consumers) and the early drafts are evaluated in light of student feedback to the design. (The course proposals continue to be subject to the same departmental and college-wide review.)

The subject of this Occasional Paper is a newly developed course on Education in Contemporary China. Feedback from students consistently emphasized their request for something in the way of explicit data about both the substance and the process of a course. Therefore the "course description" is conceptualized in terms of the relationships between and among the various course components: objectives, curriculum materials, teaching strategies, learning activities, and evaluation.

Given these parameters, we found that our new course description became a rather lengthy document--sort of a mini-handbook which is frequently consulted during the course. Conceived in these terms, the "course description" becomes an integral part of the course itself--indeed, one of the "required texts."

*For a detailed description of the American Historical Association Faculty Development Program, see Occasional Paper #76-1.

Eli Seifman
General Editor
Stony Brook AHA/FDP
Occasional Paper Series

COURSE DESCRIPTION SHEET

CET 536: EDUCATION IN CONTEMPORARY CHINA

An examination of contemporary educational policy and practice in the People's Republic of China, with emphasis on the interrelationship between political ideology and the educational system.

Instructor: Dr. E. Seifman Credits: 3

Course Objectives:

1. Comprehension of the major periods of educational development in the People's Republic of China from 1949 to the present.

2. Analysis of the organizational structure of contemporary Chinese education (i.e. the various patterns of educational organization).

3. Comprehension of the relationship between Chinese educational policy and practice, and political ideology.

4. Analysis of the major features of contemporary Chinese educational policy and practice, and their relationship to contemporary Chinese society.

5. Synthesis and evaluation of a wide range of primary source materials dealing with education in the People's Republic of China.

6. Sensitivity to some of the "problems" associated with studying "other" cultures, nations, societies, etc. (e.g. ethnocentrism; translation and communication; misinformation; lack of information; conflicts of attitudes or values, etc.).

7. Increased awareness (through reflective comparative analysis) of the major features of contemporary American educational policy and practice, and their relationship to American society.

Course Outline:

1. Course description: (1) objectives; (2) components; (3) requirements; (4) evaluative procedures.

2. Diagnostic inventory of participants' interests and questions concerning education in the People's Republic of China.

3. Historical overview of periods of educational development in the People's Republic of China from 1949 to the present.

4. The "Revolution in Education": educational policy and practice in the period of the post-Cultural Revolution (1970 to the present).

5. Organizational structure of contemporary Chinese education: (1) nurseries and kindergartens; (2) primary school education; (3) middle school education; (4) higher education; (5) part-time and spare-time education; (6) special institutes; (7) "July 21" universities; (8) "May 7" cadre schools.

6. Major features and selected topics concerning contemporary Chinese education (specific topics will vary with the semester and "current" developments)--

illustrative examples: (1) shortening the period of schooling; (2) reduction of the number of subjects; (3) revision of curriculum materials; (4) integration of theory with practice; (5) overhaul of the methods of teaching; (6) transformation of the examination system; (7) reorganization of the enrollment system for higher education; (8) "open-door" education; (9) language reform movement; (10) literature and education; (11) revolutionary opera, revolutionary ballet and education; (12) minorities and education; (13) archeology and education; (14) health care and medical work; (15) role of women; (16) campaign to criticize Lin Piao and Confucius; (17) campaign to study the dictatorship of the proletariat; (18) campaign against "Right deviationists"; (19) training successors to the cause of the proletarian revolution; (20) campaign to carry on the continuing revolution in education; etc.

Course Components:

1. Class sessions: (1) lectures and discussions (including use of media, possible guest speakers, etc.); (2) seminar presentations by participants (see descriptive sheet).

2. Common readings: (1) basic texts--Shi Ming Hu and Eli Seifman, Toward a New World Outlook: A Documentary History of Education in the People's Republic of China (1949 to the Present), New York: AMS Press, Inc., 1976; John N. Hawkins, Mao Tse-Tung and Education, Conn.: Linnet Books, 1974; Anglo-Chinese Educational Institute, Education in China, London: Anglo-Chinese Educational Institute, 1974; (2) related readings--to be selected from current issues of such periodicals as Peking Review, China Reconstructs, etc.

3. Research paper on a specific aspect of Chinese education in the period from 1970 to the present (see descriptive sheet).

4. Seminar presentation on the "findings" of the research paper, followed by a question and discussion period on the selected topic (see descriptive sheet).

5. Chinese education "glossary project" (see descriptive sheet).

6. End-of-semester examination based upon: (1) lectures and class discussions; (2) seminar presentations and discussions; (3) common readings and related readings.

Criteria for Evaluation:

1. Research paper (30%): instructor evaluation.
2. Seminar presentation (15%): self, peer, and instructor evaluation.
3. Chinese education glossary project (10%): instructor evaluation.
4. End-of-semester exam (45%): instructor evaluation.

RESEARCH PAPER (Descriptive Criteria Sheet)

1. Select a topic dealing with some specific aspect of Chinese education from 1970 to the present.

2. Identify and read sources dealing with this selected topics.

3. Write a research paper which either: (1) synthesizes the major points of the various official PRC primary source readings;* or (2) analyzes the relationship between and among the presentations offered in the official PRC primary source materials and secondary sources.*

[*Important Note: Data from each of the following three categories of primary sources should be included in all papers. Category #1, "PRC Periodicals": e.g. Peking Review; China Reconstructs. Category #2, "U.S. Consulate, Hong Kong, Translations": Current Background; Survey People's Republic of China Press; Survey People's Republic of China Magazines. Category #3, "Monitored Broadcasts": U.S. Foreign Broadcasts Information Service, Daily Report, PRC; BBC Summary of World Broadcasts, The Far East.]

4. Write a one-page (maximum) "abstract" as a cover-page for your paper. Format for the cover-page "abstract" is as follows:

Title: (of research paper) Author: (your name) Type: synthesis analysis Abstract:

5. Format and components of the research paper include: (1) a one-page abstract cover-page; (2) body of the research paper; (3) footnotes (at end of the paper); (4) annotated bibliography of sources used and or consulted.

6. The research paper should be on "standard" 8 1/2 x 11 size paper, typed or clearly legible.

7. Two (2) copies of the paper should be submitted, one of which (with the instructor's comments) will be returned.

8. The "body" of the "synthesis"-type research paper should contain the following three sub-sections: (1) "Theory" (i.e. What is the current theory or policy?); (2) "Practice" (i.e. What is the current practice?); (3) "Trends or New Developments" (i.e. What are the current trends o. significant new developments?).

Note: The "synthesis"-type paper is recommended for those with little prior background in the field and has a special appeal to those who want to focus on studying primary source data--e.g. What is the official PRC position on the question of the examination policy, or the language reform movement, or revolutionary art, etc., etc.?

9. The "body" of the "analysis"-type research paper should contain the same three sub-sections but each sub-section should be organized according to the following three-part structure: (A) What is the official PRC position? (B) What is the interpretation of the secondary sources? (C) What is your analysis of the relationship between the two?

Note: The "analysis"-type paper is recommended for those with considerable background in the field and familiarity with the body of analytical and interpretative secondary sources, and has special appeal to those wanting to focus on analyzing the relationship between the official PRC position on selected topics and the interpretations of China scholars.

10. On matters of "style" (i.e. footnotes, bibliography, etc.) please prepare the research paper in conformity with the MLA Style Sheet, 2nd. ed., (New York: Modern Language Association of America, 1970).

11. Authors of manuscripts who would like to have their paper considered for inclusion in the anthology on "Education in the People's Republic of China," to be issued as a publication of the Stony Brook American Historical Association Faculty Development Program and published by the ERIC system of the U.S. Office of Education, should complete the appropriate authorization form.

SEMINAR PRESENTATION (Descriptive Criteria Sheet)

1. Presentation of the research paper "abstract." (Topics to be announced in advance.)

2. Lead a short seminar on the topic of your research paper.

3. Lead a question and discussion period on your presentation.

4. Also, following the seminar presentation, either: (1) prepare N multiple-choice questions (based upon your seminar presentation and question-discussion session) "well designed" to demonstrate "higher level" command of the topic (i.e. not simply memory and recall); or (2) prepare N "topic-idea statements," each of which summarizes a significant concept or major idea of your selected topic.

5. For the multiple-choice option, provide a "stem" and four choices labeled A,B,C,D. Please indicate the correct answer with an asterisk in the left-hand margin. [Note: An excellent guide to writing multiple-choice items can be found in Essentials of Educational Measurement by Robert L. Ebel (N.J.: Prentice-Hall, Inc., 1972), Chapter 8 "How to Write Multiple-Choice Test Items," pp. 187-225.] An illustrative example follows:

The principle function of the "May 7" cadre schools is to

A. Increase the productivity of the cadres.
B. Reduce the rate of illiteracy.
C. Regulate the growth of the population in the cities.
*D. Combat tendencies toward elitism and bureaucratism.

6. For the "topic-idea statements," the following illustrative format should be used:

Topic: "May 7" cadre school
Idea Statement: The "May 7" cadre schools are named after a May 7, 1966, directive of Chairman Mao Tse-tung which, among other things, urged those working in the Party and government organizations to also engage in manual labor and political study so as not to divorce themselves from the workers and peasants, and thereby combat tendencies toward elitism and bureaucratism.

CHINESE EDUCATION GLOSSARY PROJECT (Descriptive Criteria Sheet)

1. Class production of a "Chinese education glossary."

2. Preparation of N "glossary cards" typed or clearly legible on "standard" 8 1/2 x 11 (one-side only) with the following information: (1) identification of the term, phrase, etc.; (2) explanation of the term, phrase, etc.; (3) complete bibliographic citation; (4) your name in parenthesis in the lower right corner.

3. Illustrative example:

"up to the mountains and down to the countryside"
(shǎng-shān xià-xiāng)

Sending suburban and urban youths (middle school graduates) to rural areas--agricultural communes, state farms, forest areas, undeveloped border areas, etc. Relocation program combines economic and ideological factors: helps prevent unemployment and overcrowding in cities; brings skills of educated to countryside where they are most needed. The long-term result is expected to be reduction of the disparity between city and countryside and between mental and manual labor.

Peter J. Seybolt, "Editors Introduction," Chinese Education, Summer 1975, Vol. VIII, No. 2, pp. 3-4.

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FROM:

RE: Authorization to consider my manuscript for publication in the AHA/FDP Occasional Paper Series Anthology

DATE:

I hereby authorize the Editor of the Stony Brook American Historical Association Faculty Development Program Occasional Paper Series to consider my manuscript entitled:

for inclusion in an anthology on "Education in the People's Republic of China" to be published by the Educational Resources Information Center (ERIC) of the U.S. Office of Education. I understand that full credit will be given to me as the author of the above manuscript.

_____ _____

Signature Date

SEMINAR PRESENTATION EVALUATION FORM

1. Name of Presenter:

2. Title of Topic:

3. Date:

4. Name of Evaluator:

5. Overall Evaluation of the Value of the Presentation:
[Note: Criteria of "value"=your estimate of the presentation's contribution to our understanding of the topic.] Place an X in the appropriate column.

UNABLE TO JUDGE	LITTLE VALUE	SOME VALUE	VALUABLE	EXTREMELY VALUABLE

6. Brief Explanation of the Basis for Your Evaluation:

CHINESE EDUCATION BIBLIOGRAPHY

PERIODICALS FROM THE PEOPLE'S REPUBLIC OF CHINA IN ENGLISH

China's Foreign Trade
Chinese Literature
Chinese Medical Journal
China Pictorial
China Reconstructs
Peking Review

PERIODICALS FROM THE PEOPLE'S REPUBLIC OF CHINA IN CHINESE

China Pictorial (Renmin Huabao)
Chinese Photography (Zhongguo Sheying)
Historical Studies (Lishi Yanjiu)
Ideological Front (Sixiang Zhanzian)
Nationalities Pictorial (Minzu Huabao)
New Sports (Xin Tiyu)
Picture Stories (Lianhuan Huabao)
People's Daily (Renmin Ribao)
Red Flag (Hongqi)
Studies and Criticisms (Xuexi Yu Pipan)

PERIODICALS FROM HONG KONG

U.S. Consulate General, Hong Kong:
  Current Background
  Selections From People's Republic of China Magazines
  Survey of People's Republic of China Press
U.S. Information Service:
  Current Scene
Union Research Institute:
  Communist China Problem Research Series
  Union Research Service Series
Other:
  China News Analysis
  China News Summary
  Eastern Horizon
  Ming-pao chou-k'an (Ming Pao Weekly)
  Peking Informers
  Ta kung pao Weekly Supplement

PERIODICALS FROM TAIWAN IN ENGLISH

Issues and Studies
What's Happening on the China Mainland

PERIODICALS FROM TAIWAN IN CHINESE

Chung-kuo ta-lu yen-chin (Mainland China Studies)
Fei-ch'ing yen-chin (Studies on Chinese Communism)

MONITORED BROADCASTS

BBC Summary of World Broadcasts: The Far East
U.S. Foreign Broadcasting Information Service: Daily Report, People's Republic of China

U.S. JOINT PUBLICATIONS RESEARCH SERVICE

Communist China Digest
Translations (SS=Social Science, ST=Scientific-Technical)

JOURNALS

Asian Affairs (London)
Asian Survey (Berkeley)
Asian Thought and Society (Hong Kong/U.S.)
Chinese Education (White Plains, N.Y.)
China Science Notes (Washington, D.C.)
The American Journal of Chinese Medicine (Garden City, N.Y.)
Communist Affairs (Los Angeles)
Comparative Education Review (Wisconsin)
Current History (Philadelphia)
The Journal of Asian Studies (Ann Arbor, Michigan)
Journal of International Education and Development (Singapore)
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School and Society (New York)

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Books New China, Inc. [Catalog free upon request to Books New China, Inc., 53 East Broadway, New York, N.Y. 10002. Telephone (212) 233-6565.]

China Books & Periodicals, Inc. Books on China . [A comprehensive catalog of books on China, published yearly, with extensive annotations. Free upon request : China Books & Periodicalsm Inc., East Coast Center, 125 Fifth Ave., New York, N.Y. 10003. Telephone (212) 677-2650.]

Guozi Shudian (China Publication Center). [Catalog and announcements on new publications upon request: Guozi Shudian, Mail Order Dept., P.O. Box 399, Peking, China.]

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